

Library Media Specialist Model

Resources and Funding	Possible Roles and Responsibilities
Peer Coaching provides:	Coach assists collaborating teachers one-on-one or in small groups informally or during common planning times.
<ul style="list-style-type: none"> • Eight training sessions to develop and refine coaching skills and strategies • Coaching Tools and Program Web sites • Guidance in creating a Coaching Portfolio • Coaching Discussion Board • Training and use of online support resources • Access to database of Web lessons created by coaches • Membership in the coaching learning community 	<ul style="list-style-type: none"> • Provides examples of standards-based, technology-rich projects that are relevant to participating teachers. • Plans technology-rich lessons or activities with collaborating teachers. • Models/team teaches lessons that integrate technology. • Identifies and shares useful learning resources or teaching strategies with participating teachers. • Provides feedback on lessons or learning activities. • Supports collaborating teachers' development of technology skills.
Sample ideas for school/district match:	Coach provides opportunities for staff to develop their skills in integrating technology into the curriculum.
<ul style="list-style-type: none"> • Provides funding for .5 FTE coach. • Provides funds for release time annually for each collaborating teacher. • Rearranges schedules to permit common planning times for coach and collaborating teachers. • Provides mentoring through district for district coaches. • Supplies equipment for coach and/or collaborating teachers. • Takes the lead in organizing and leading opportunities for coaches to meet and network. • Provides opportunities for school visitations for coaches and collaborating teachers. • Provides funding for extra professional development/training. • Funds registration and/or travel for conferences. • Supports evaluation efforts of coaching programs. 	<ul style="list-style-type: none"> • Assesses participants' skills and knowledge of technology integration. • Offers teachers just-in-time assistance with technology skills needed to implement classroom projects. • Plans and leads small group training sessions to help participants gain skills and knowledge to integrate technology. • Plans and leads small group training sessions. • Provides staff with information on conferences and professional development opportunities. • Provides information on self-paced training materials. • Participates in technology planning at the building level.

Library Media Specialist Model Scenario

As the Library Media Specialist for her high school, Sarah was used to working closely with teachers to ensure the library had traditional print and non-print resources to support academic units taught in her school. Last year, Sarah's library media specialist duties expanded. Her school's improvement plan called for the use of technology to enhance student learning. The school principal and leadership team believed Sarah could play a critical role in helping to reach this goal. Her new responsibilities included helping teachers work toward integrating technology into their classrooms. With the support of her colleagues, Sarah was able to use building funds to hire a half-time library support person. She shifted some of her library clerical duties to this new staff person, enabling Sarah to create a flexible library schedule. The new schedule allowed her to meet with teachers during their planning times and to provide other coaching support for part of each day. In addition, the school leadership team chose Sarah to receive the educational technologist stipend provided by the district. (Some of the elementary schools in Sarah's district asked each classroom teacher to assume some limited clerical responsibilities in the library, such as checking books in and out, which provided their library media specialist more time to coach.)

Sarah started by identifying one department of teachers she could coach. She found a group who had not been using technology in the classroom and were unhappy with the results of a project previously assigned to students on American presidents. Sarah worked with them to revamp the project using a WebQuest model. The "new and improved" project had students work in teams to develop a re-election campaign strategy for a chosen president. As part of the process of designing the unit, Sarah helped teachers identify online resources that could encourage students to be more actively involved in their learning, and then provided scaffolding tools to help students analyze and synthesize their findings. The teachers who collaborated with Sarah to create this project were extremely happy with the results. Instead of students producing an encyclopedic account of a presidency, the students' work reflected a deeper analysis of the issues of the day and demonstrated more complex problem solving. They were soon asking Sarah for assistance on other projects they were planning, and teachers who had heard about the successful presidency project were asking Sarah for help with their projects.

Coaching has become an effective way for Sarah's staff to learn new technology skills and instructional strategies for integrating technology in the

classroom. By working with Sarah, teachers learn how to organize and manage teams of students sharing computers as well as learning how to integrate technology into their curriculums. Each week, Sarah provides a short after-school workshop for interested staff on a specific task involving technology. One week, she might focus on evaluating Web sites; another week, she may demonstrate Internet search strategies. Teachers have found that having immediate access to someone who can answer questions about these tools has helped them effectively integrate technology into the curriculum to enhance student learning.